

CENTRAL HIGH
200 Zion Church Road
Pageland, South Carolina 29728

GRADES 9-12 High School

ENROLLMENT 700 Students

PRINCIPAL Dr. James K Arrowood 843-672-6115

SUPERINTENDENT H. Kenneth Dinkins, Ed.D. 843-623-2175

BOARD CHAIR Jerry D. Holley 843-335-8420

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	12	10	4	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Good	Excellent	N/A
2003	Unsatisfactory	Unsatisfactory	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	49.7	67.3	65.7	60.6	63.7	64.5
Passed 2 subtests	17.9	15.0	20.1	20.1	18.4	18.7
Passed 1 subtest	19.3	10.6	8.2	11.4	11.2	10.0
Passed no subtests	13.1	7.1	5.2	7.9	6.7	6.3

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	127	87.4	121	3.3	160	61.9
Gender						
Male	60	90.0	60	5.0	84	59.5
Female	67	85.1	61	1.6	76	64.5
Race or Ethnic Group						
African American	55	80.0	55	0.0	77	51.9
Hispanic	1	I/S	3	I/S	3	I/S
White	70	92.9	63	6.3	80	73.7
Other	N/A	N/A	0	N/A	0	N/A
Disability Status						
Non-speech disabilities	N/A	N/A	15	0.0	20	25.0
Students without disabilities	127	87.4	106	3.8	140	67.1
Migrant Status						
Migrant	N/A	N/A	2	I/S	0	N/A
Non-migrant	N/A	N/A	119	3.4	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	3	I/S	2	I/S
Non-LEP	107	91.6	118	3.4	158	62.7
Lunch Status						
Subsidized meals	31	83.9	43	0.0	67	47.8
Full-pay meals	76	94.7	78	5.1	93	72.0

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	3.3	9.1
Seniors who met the SAT requirement	3.3	9.3
Seniors who met the grade point average	50.4	42.7

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 700)				
Retention rate	13.3%	Down from 15.3%	8.9%	7.3%
Attendance rate	92.6%	Down from 93.3%	95.6%	95.5%
Eligible for gifted and talented	0.0%	No change	3.8%	5.1%
With disabilities other than speech	21.5%	Up from 19.5%	13.1%	12.2%
Older than usual for grade	13.0%	Down from 13.3%	11.8%	10.1%
Suspended or expelled	17.1%	Up from 0.7%	2.9%	2.3%
Enrolled in AP/IB programs	4.1%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	6.6%	Down from 9.2%	3.0%	2.7%
Career/technology students in co-curricular organizations	8.1%	Down from 22.3%	6.0%	3.2%
Enrollment in career/technology center courses	607	Up from 601	313	433
Students participating in worked-based experiences	48.9%	Down from 57.0%	26.1%	26.3%
Career/technology students mastering core competencies	67.7%	Down from 73.9%	74.3%	74.9%
Career/technology completers placed	97.8%	Up from 96.3%	99.3%	99.5%

Teachers (n= 52)				
Teachers with advanced degrees	55.8%	Down from 56.5%	46.6%	51.7%
Continuing contract teachers	67.3%	Up from 63.0%	82.3%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.4%	Up from 85.6%	84.5%	85.1%
Teacher attendance rate	95.8%	Down from 96.4%	95.7%	95.8%
Average teacher salary	\$40,262	Up 1.8%	\$39,816	\$40,303
Prof. development days/teacher	10.6 days	Down from 15.2 days	9.9 days	10.3 days

School				
Principal's years at school	4.0	Up from 3.0	4.5	3.0
Student-teacher ratio	23.1 to 1	Down from 27.1 to 1	24.3 to 1	26.2 to 1
Prime instructional time	86.7%	Down from 87.9%	89.7%	90.1%
Dollars spent per pupil*	\$6,148	Up 4.6%	\$6,647	\$6,279
Percent spent on teacher salaries*	62.5%	Up from 58.9%	56.2%	57.8%
Opportunities in the arts	Good	Up from Fair	Good	Excellent
Parents attending conferences	82.1%	Up from 62.6%	95.5%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year at Central High School started out with high expectations regarding the school report card. We anticipated the school's rating would improve; however, when the final report came out, everyone was overjoyed when the report card rating increased from "unsatisfactory" to "good." Central was only one of two schools in the entire state to have such a dramatic increase. Although SAT scores dipped from the previous year, scores were above 900 for the fourth consecutive year.

During the 2002-2003 school year, a committee comprised of teachers, students, parents, and community members continued to revise the school renewal plan in order to meet State Department of Education requirements. One of our continued goals was to improve the percentage of tenth graders passing all portions of the Exit Exam by two percentage points each year. That goal was achieved when 67.3 % of tenth graders passed all portions of the Exit Exam in 2002 as compared to 49.7% passing in 2001. While Writing scores for 2003 have not been received at the time of this narrative, we have received Math and Reading scores. Initial score analysis indicates that Reading scores increased from 80.3% passing in 2002 to 83.6% passing in 2003. This is a 3.3% point increase. Math scores increased even more from 74.5% in 2002 to 83.5% in 2003, a 9 percentage point increase. If the writing scores are similar to past scores, Central High School should easily meet the 2% overall increase for 2003.

Over the past two years, the percentage of tenth graders passing the Math portion of the Exit Exam has increased from 56.9% to 83.5%, a 26.6% increase. While much of this gain can be attributed to the hard work of both students and teachers, we feel the addition of the full year Math program for non-college prep ninth-graders has had a positive impact on the Math scores. Additionally, Central High School has concentrated on staff development to improve instruction as well as test scores. Math, English, and Science teachers have been trained in teaching the Tech Prep courses. All teachers at Central High School received training in the Collins Method of "Writing Across the Curriculum." Many are currently using this approach in the classroom to assist and improve student writing skills.

Dr. Jim Arrowood, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	54	89	22
Percent satisfied with learning environment	86.8%	56.3%	68.2%
Percent satisfied with social and physical environment	88.7%	73.9%	68.2%
Percent satisfied with home-school relations	38.9%	74.2%	72.7%

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.